



BURGESS ELEMENTARY

9645 Scipio Lane
Myrtle Beach, SC 29588

Grades	PK-5 Elementary School	
Enrollment	618 Students	
Principal	Donna Hooks	843-650-4600
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Excellent	Good
2008	Good	Good
2007	N/A	N/A
2006	N/A	N/A

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

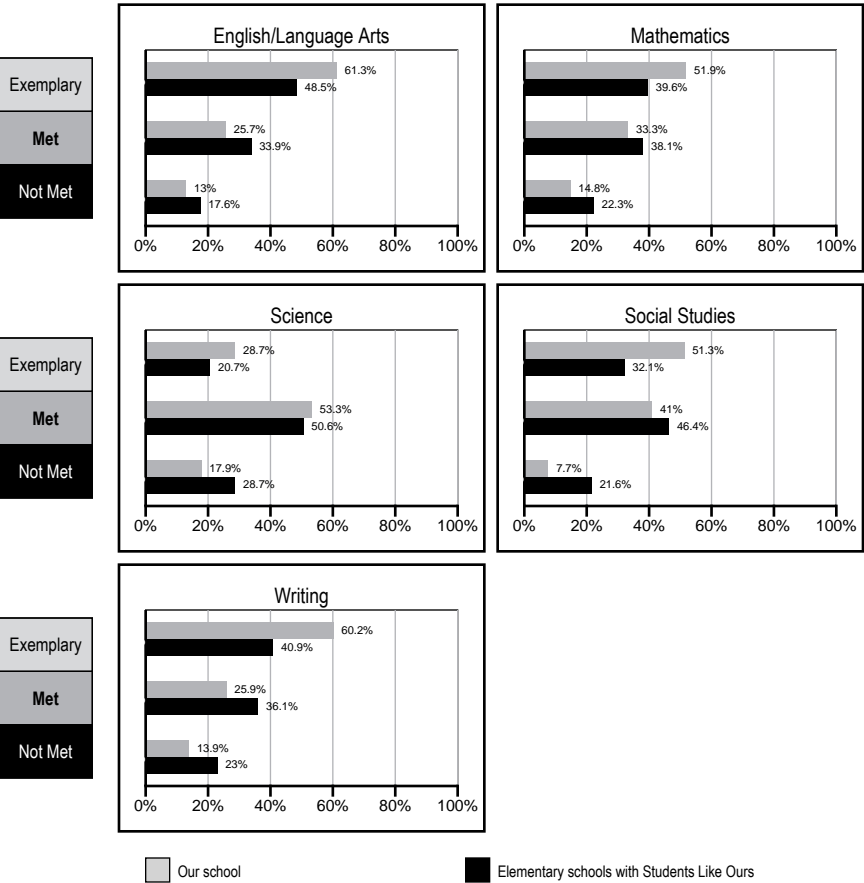
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	38	30	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=618)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Down from 1.5%	1.2%	1.2%
Attendance rate	95.9%	Down from 96.3%	96.2%	96.1%
Eligible for gifted and talented	21.2%	Up from 20.1%	16.1%	11.7%
With disabilities other than speech	10.2%	Down from 10.8%	7.5%	8.0%
Older than usual for grade	0.2%	Down from 0.4%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	52.8%	Up from 52.3%	62.4%	60.5%
Continuing contract teachers	88.9%	Up from 77.3%	86.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.7%	87.0%
Teacher attendance rate	95.3%	Up from 95.0%	95.5%	95.4%
Average teacher salary*	\$43,345	Down 1.1%	\$48,105	\$47,288
Professional development days/teacher	17.4 days	Down from 21.8 days	10.8 days	10.5 days
School				
Principal's years at school	3.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 21.3 to 1	19.9 to 1	19.2 to 1
Prime instructional time	87.7%	Down from 88.9%	90.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,880	Up 3.9%	\$6,958	\$7,548
Percent of expenditures for instruction**	66.0%	Down from 68.9%	69.2%	68.7%
Percent of expenditures for teacher salaries**	61.3%	Up from 49.1%	66.3%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

What a wonderful year it was for the Burgess Elementary School Sea Turtles. We received an Absolute Rating of Excellent and an Improvement Rating of Good on our school report card and were awarded the Palmetto Gold Award for Outstanding Student Academic Performance. We achieved Adequate Yearly Progress on all subgroups on PASS testing. Jennifer Crawford was selected as our Teacher of the Year and was a top ten finalist for Horry County Schools Teacher of the Year. Burgess Elementary students won Best of Show in the Horry County School Technology Fair from over 300 elementary, middle and high school entries.

At Burgess Elementary School we strive daily to move each and every student to higher levels of learning. Through our use of the NWEA's MAP, we continually studied strengths and weaknesses of each child and charted individual courses of success. We analyzed where our students showed growth, why the growth occurred, and utilized research-based curriculum and instructional decisions so that all of our children were academically challenged. In addition, we closely monitored our primary childrens' instructional reading levels through DIBELS. Combined with daily progress, teacher observation, and student work, we made decisions on how to best meet our students' needs. We also focused on science and social studies curriculum and instruction, and monitored student success through district benchmark tests and student notebooks.

Civic, personal, and social responsibilities are also priorities at Burgess Elementary and were taught through classroom guidance lessons and a weekly life-skill focus. Each grade level participated in service learning opportunities and we won the Horry County Schools Service Learning Award. We were honored as the division winner for our recycling efforts in the Talkin' Trash program. Our school participated in BEST Helps Haiti, the Salvation Army Canned Food Drive, Myrtle Beach Family Fun Run, March of Dimes Walk America and American Heart Association's Jump Rope for Heart. After school clubs included Student Council, Drama Club, Art Club, Walking Club, Archery Club, and Technology Club which all encouraged extra-curricular activities and interests.

The success of any school requires the support of an active Parent Teacher Organization, an involved School Improvement Council, faithful volunteers, and generous business partners. This year's PTO sponsored many events including Open House, Ho Ho Hoedown, and a Valentine Dance. They raised funds to purchase additional supplies and materials. Our SIC led efforts to improve school grounds, decrease childhood obesity, and enhance family involvement. They supported the BEST Healthy Food Choices Program and assisted in the installation of the Burgess Habitat Garden. Parents and community members joined us for the Burgess Environment Science and Technology Night, Earth Day Extravaganza, and Healthy Food Choices Youth Services Day. Volunteers included parents, grandparents, and community members who served as Rockin' Readers, mentors and tutors, chaperoned study trips, and worked during other school-wide activities. Our business partners supplied student and staff incentives. Burgess Elementary School...simply the BEST!

Donna Hooks, Principal

Mark Mitchell, School Improvement Council Chair, 2009-2010

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	81	56
Percent satisfied with learning environment	100.0%	96.3%	96.4%
Percent satisfied with social and physical environment	100.0%	95.0%	100.0%
Percent satisfied with school-home relations	100.0%	91.4%	98.2%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	308	100	13	25.7	61.3	93.2	85.4	83.5	Yes	Yes
Gender										
Male	146	100	17.8	25.2	57	89.6	82	80.1	N/A	N/A
Female	162	100	8.9	26.1	65	96.2	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	219	100	7.1	23.7	69.2	95.7	89.5	89.6	Yes	Yes
African American	49	100	36.6	31.7	31.7	82.9	73.7	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.7	92.7	I/S	I/S
Hispanic	30	100	20	36.7	43.3	90	82.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.5	85.1	I/S	I/S
Disability Status										
Disabled	57	100	40.4	28.8	30.8	73.1	58.2	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	22.2	37	40.7	88.9	80.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	158	100	20.7	33.1	46.2	88.3	80.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	307	100	14.8	33.3	51.9	89.3	84.2	80.4	Yes	Yes
Gender										
Male	146	100	14.8	32.6	52.6	88.9	82.2	78.4	N/A	N/A
Female	161	100	14.7	34	51.3	89.7	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	218	100	9	31.4	59.5	94.3	89.5	87.8	Yes	Yes
African American	49	100	36.6	29.3	34.1	70.7	69.8	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	30	100	26.7	50	23.3	80	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	82.7	83.2	I/S	I/S
Disability Status										
Disabled	56	100	37.3	43.1	19.6	74.5	53.9	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	25.9	51.9	22.2	77.8	78.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	157	100	22.9	40.3	36.8	81.9	78.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	204	100	17.9	53.3	28.7	82.1	71.8	67.3
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Gender								
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Male	97	100	22	49.5	28.6	78	71.7	66.9
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Female	107	100	14.4	56.7	28.8	85.6	71.9	67.7
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Racial/Ethnic Group								
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White	145	100	9.9	56	34	90.1	80.4	79.6
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African American	33	100	39.3	53.6	7.1	60.7	48.8	49.7
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	81.9	84.4
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Hispanic	19	100	42.1	36.8	21.1	57.9	61.9	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	80	69.5
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Disability Status								
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Disabled	39	100	48.6	45.7	5.7	51.4	37.2	33.8
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Migrant Status								
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Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency								
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Limited English Proficient	16	100	47.1	35.3	17.6	52.9	59.1	58.6
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Socio-Economic Status								
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Subsidized meals	106	100	27.3	54.5	18.2	72.7	63	55.4
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Social Studies

All Students	206	100	7.7	41	51.3	92.3	75.3	70.9
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Gender								
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Male	103	100	8.3	35.4	56.3	91.7	74.2	70.1
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Female	103	100	7.1	46.5	46.5	92.9	76.5	71.7
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Racial/Ethnic Group								
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White	145	100	4.3	36.7	59	95.7	80.5	79.2
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African American	36	100	16.1	51.6	32.3	83.9	59.7	58.4
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.9	86.8
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Hispanic	19	100	21.1	47.4	31.6	78.9	74	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66	71.2
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Disability Status								
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Disabled	36	100	27.3	45.5	27.3	72.7	43.7	39.3
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Migrant Status								
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Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency								
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Limited English Proficient	16	100	23.5	47.1	29.4	76.5	72.8	68
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Socio-Economic Status								
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Subsidized meals	103	100	11.6	50.5	37.9	88.4	68	60.8
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Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	309	99.7	13.7	25.9	60.4	86.3	76.8	72.1	95.9	95.8
Gender										
Male	146	99.3	18.4	29.4	52.2	81.6	69.9	65.2	95.7	95.7
Female	163	100	9.6	22.9	67.5	90.4	83.9	79.2	96	95.8
Racial/Ethnic Group										
White	219	99.5	9	21.4	69.5	91	83.2	80.8	95.6	95.5
African American	48	100	28.6	38.1	33.3	71.4	59.2	59.7	96.3	96.2
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	85.2	87	97.4	96.9
Hispanic	31	100	25.8	38.7	35.5	74.2	69.7	64.6	96.3	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	73.4	93.9	94.1
Disability Status										
Disabled	58	100	37.7	32.1	30.2	62.3	34.3	27.7	95.8	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	25	35.7	39.3	75	67.2	63.7	96.3	96.7
Socio-Economic Status										
Subsidized meals	160	99.4	23.1	32	44.9	76.9	68.9	61.9	95.1	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	96	100	11.8	23.5	64.7	88.2
	4	93	100	20	36.7	43.3	80
	5	90	100	14.3	41.7	44	85.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	114	100	12.8	16.5	70.6	87.2
	4	104	100	14	33	53	86
	5	90	100	12	28.9	59	88
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	96	100	21.2	30.6	48.2	78.8
	4	93	100	14.4	38.9	46.7	85.6
	5	89	100	19.3	36.1	44.6	80.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	114	100	20.2	34.9	45	79.8
	4	103	100	7.1	33.3	59.6	92.9
	5	90	100	16.9	31.3	51.8	83.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	49	100	16.3	41.9	41.9	83.7
	4	93	100	17.8	52.2	30	82.2
	5	44	100	22	61	17.1	78
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	56	100	29.1	40	30.9	70.9
	4	103	100	9.1	68.7	22.2	90.9
	5	45	100	24.4	34.1	41.5	75.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	47	100	19	38.1	42.9	81
	4	93	100	16.7	45.6	37.8	83.3
	5	45	100	16.7	42.9	40.5	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	58	100	5.6	42.6	51.9	94.4
	4	103	100	8.1	40.4	51.5	91.9
	5	45	100	9.5	40.5	50	90.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	94	98.9	15.5	20.2	64.3	84.5
	4	92	100	24.4	33.3	42.2	75.6
	5	89	98.9	21.7	34.9	43.4	78.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	114	100	14.5	29.1	56.4	85.5
	4	107	99.1	13	27	60	87
	5	88	100	13.3	20.5	66.3	86.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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